



EFFECT OF MODE OF JOB, GENDER, AGE, AND TEACHING EXPERIENCE ON MENTAL HEALTH OF TEACHERS

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ABSTRACT

Mental health has been reported as an important factor influencing individual's various behaviors, activities, happiness and performance. The present study aims to find out whether schoolteachers of regular and contractual base differ significantly in regards to their mental health. The study further compared the mental health of schoolteachers on the basis of gender (female and male), age (More than 40 years and Less than 40 years) and teaching experience (More than 15 years and Less than 15 years). The sample of the study consisted of 90 school teachers, 45 regular and 45 contractual base working at secondary level, selected from different government aided educational institutions of district Sonipat, Haryana. For data collection, the investigator used the 'Employee's Mental Health Inventory' developed by Jagdish (2001). Analyses of the data were done by applying Mean, SD and t-test. It was found that regular teachers of government-aided schools possess good mental health in comparison to contractual school teachers. Results revealed the significant difference between male and female teachers regarding mental health. Age has no effect on the mental health of teachers. Further findings show that teaching experience also has an effect on the mental health of the teachers.

KEY WORDS: Mental health, Regular, Contratual, Gender, Age Teaching Experience.

Introduction

Teacher's mental health plays an important role in teaching and learning process. The preamble of the World Health Organization's charter defined health as a state of complete physical, mental and social well-being, not merely the absence of disease or infirmity (Monopolis & Sarles, 1977). Thus, health is a broader concept including physical, social and mental health. Mental health has been reported as an important factor influencing individual's various behaviors, activities, happiness and performance. Traditionally the teaching job enjoyed a considerably high level of prestige and were usually held very high esteem by the different sections of people. With the changing socio- economic scenario, the values of teacher and their professional concern with the job have forcibly undergone a change, which adversely affects the mental health of the teacher. People who experience wellbeing in the workplace perform well and are therefore more effective in their roles. The educational experience of young people depends upon the effectiveness of teachers and support staff and their effectiveness depends upon their wellbeing. Each teacher or member of the institution experience mental health conditions differently, even if they have the same condition 'in name'. The level of mental health of teacher can affect his working as well as his organizational climate. If teacher don't enjoy sound mental health, they cannot concentrate in teaching and retain the knowledge given to the students.

Mental health includes subjective well- being, perceived self- efficacy, autonomy, competence, intergenerational dependence, and self- actualization of one's intellectual and emotional potential, among others. Good mental health is not simply the absence of diagnosable mental health problems, although good mental health is likely to help protect against development of many such problems. Good mental health is about positive well-being, about feeling in control of one's life, valued at home and at work, and generally relaxed and positive. Mental health has been reported as an important factor influencing individual's various behaviors, activities, happiness and performance. Mental health has also been defined in relation to self-efficacy (Daniel & Karna, 2001; Robert, 1992); personal growth initiative (Ogunyemi & Mabekoje, 2005); and job satisfaction (Henderson & Oliver, 2000) with results indicating that mental health is indeed an important factor in human behavior. The sound mental health of the person is important for those who (teacher) work for the development of the nation. The level of mental health of teacher can affect his working as well as his organizational climate. Sivaguru(2002) observed that the attitude towards teaching and their mental health is significantly related to each other. Clavos and Bedregal (2002) conducted a study on mental health status of teachers. The result revealed that the numbers of working hours were directly related to mental health problems. Elisa Epel(2002) conducted a study on mental health and ageing. The study revealed that chronic stress and suffering women shows more ageing. Keeping in view the paucity of researchers on the mental health of teachers and inconsistent findings, the present research has made to study the effects of age, gender, teaching experience and mode of job on the mental health of degree college teachers.

Objectives of the Study

The present study intended to meet the following objectives:

1. To study the mental health of secondary school teachers.
2. To study the effect of "mode of job" on the mental health of secondary school teachers.

3. To study the effect of "gender" on the mental health of secondary school teachers.
4. To study the effect of "age" on the mental health of secondary school teachers.
5. To study the effect of "teaching experience" on the mental health of secondary school teachers.

Hypotheses of the Study

The following null hypotheses were formulated in tune with the above stated

Objectives:

Ho1: There exists no significant difference in mental health of secondary school teachers regarding mode of job (regular and contractual).

Ho2: There exists no significant difference in mental health of secondary school teachers regarding gender (female and male).

Ho3: There exists no significant difference in mental health of secondary school teachers regarding age (More than 40 years and Less than 40 years).

Ho4: There exists no significant difference in mental health of secondary school teachers regarding teaching experience (More than 15 years and Less than 15 years).

Methodology

The researcher used the descriptive survey method for the present study. For data collection, the investigator used the 'Employee's Mental Health Inventory' which comprises of 24 items, developed by Jagdish (2001). The sample of the present study comprised of 90 school teachers of Government Aided Institutions (45 permanent and 45 contractual) selected from two district (Sonipat and Rohtak) of Haryana State (India) by using stratified random sampling technique. The data were subjected to statistical treatment leading to the findings, which may satisfy the requirements of the objectives of the study.

Analysis and Interpretation

Objectives 1

To study the mental health of secondary school teachers.

Table-1

| Sr. No. | Level | Teacher (%) |
|---------|-----------|-------------|
| 1 | Very high | 30 |
| 2 | High | 21 |
| 3 | Medium | 28 |
| 4 | Low | 13 |
| 5 | Very low | 8 |

Interpretation:

The table 1 revealed that there are 30% very high, 21% High, 28% Medium, 13% low, 8% very low of mental health of secondary school teachers.

Objectives 2

To study the effect of “mode of job” on the mental health of secondary school teachers.

Hypothesis

There exists no significant difference in mental health of secondary school teachers regarding mode of job (regular and contractual).

Table 2

't'-value for the Mean Scores of secondary school Teachers with respect to mode of job

| Teachers | No. of teachers | Mean | S.D. | t- value | Significant/ not significant |
|-------------|-----------------|-------|------|----------|------------------------------|
| Regular | 45 | 19.17 | 4.83 | 3.52 | Significant |
| Contractual | 45 | 15.58 | 3.85 | | |

Significant at 0.05 level.

Interpretation:

Table-2 showing mean difference between mental health of teachers working on regular and contractual Posts in government aided schools. The mean value for regular school teachers was found to be 19.17 with the SD as 4.83 Similarly, the mean value for the contractual school teachers was found to be 15.58 with SD as 3.85 respectively. The t-value between two means was found to be 3.52 which was significant at 0.05 level of significance. Thus, the first underlined hypothesis of the present investigation that (There exists no significant difference in mental health of secondary school teachers regarding mode of job (regular and contractual).) is rejected. The regular teachers of possess more mental health than contractual school teachers.

Objectives 3

To study the effect of “gender” on the mental health of secondary school teachers.

Hypothesis

There exists no significant difference in mental health of secondary school teachers regarding gender (female and male).

Table 3

't'-value for the Mean Scores of secondary school Teachers with respect to gender

| Teachers | No. of teachers | Mean | S.D. | t-value | Significant/ not significant |
|----------|-----------------|-------|------|---------|------------------------------|
| Male | 43 | 20.48 | 4.99 | 4.04 | Significant |
| Female | 47 | 15.87 | 5.78 | | |

Significant at 0.05 level.

Interpretation:

The table 3 revealed that the mean of male and female teachers are 20.48 and 15.87 respectively and t- value is 4.04 which is significant at 0.05 level of significance. Hence, the null hypothesis “There exists no significant difference in mental health of secondary school teachers regarding gender (female and male).” is rejected.

Objectives 4

To study the effect of “age” on the mental health of secondary school teachers.

Hypothesis

There exists no significant difference in mental health of secondary school teachers regarding age (More than 40 years and Less than 40 years).

Table 4

't'-value for the Mean Scores of secondary school Teachers with respect to age

| Teachers (Age) | No. of teachers | Mean | S.D. | t-value | Significant/ not significant |
|--------------------|-----------------|-------|------|---------|------------------------------|
| More than 40 years | 41 | 18.48 | 5.13 | 0.78 | Not Significant |
| Less than 40 years | 49 | 17.60 | 5.49 | | |

Not Significant at 0.05 level.

Interpretation:

The table 4 revealed that the mean scores of teachers of more than 40 years age and teachers of less than 40 years age are 18.48 and 17.60 respectively and t value is 0.78 which is not significant at 0.05 level of significance. Hence, the null hypothesis “There exists no significant difference in mental health of secondary school teachers regarding age (More than 40 years and Less than 40 years).” is accepted.

Objectives 5

To study the effect of “teaching experience” on the mental health of secondary school teachers.

Hypothesis

There exists no significant difference in mental health of secondary school teachers regarding teaching experience (More than 15 years and Less than 15 years).

Table 5

't'-value for the Mean Scores of secondary school Teachers with respect to teaching experience.

| Teachers (Teaching experience) | No. of teachers | Mean | S.D. | t- value | Significant/ not significant |
|--------------------------------|-----------------|-------|------|----------|------------------------------|
| More than 15 years | 37 | 14.79 | 5.20 | 1.88 | Not significant |
| Less than 15 years | 53 | 17.03 | 6.01 | | |

Not Significant at 0.05 level.

Interpretation:

The table 5 showing mean difference of more experienced and less experienced teachers on mental health. Result revealed that the mean scores of more experienced teachers and less experienced teachers are 14.79 and 17.03 respectively and t value is 1.88 which is not significant at 0.05 level of significance. Hence, the null hypothesis “There exists no significant difference in mental health of secondary school teachers regarding teaching experience (More than 15 years and Less than 15 years).” is accepted.

Conclusions:

The findings of the research reveals that age and teaching experience have no effect on mental health of teachers of government aided school but there is significant difference between teachers in their mental health with regards to their mode of job and gender. Findings from this study have implication for the roles of policy makers and school authorities. As contractual school teachers differ significantly in mental health and are may be less satisfied in their job in comparison to regular schoolteachers. Analysis shows that male teachers are better placed than female teachers with regard to mental health. We must restructure the school environment, which not only help in development of intellects of individuals but also improve the capability of teachers, especially in case of female teachers. So, policy makers and school authorities should take into the matter seriously and should provide the necessary motivation and intensive, improved salaries for contractual teachers, welfare packages, job security and healthy environment in order to stabilize their mental health.

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